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Twice a Month for Better Schools

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The Editors Say...

Measured by almost any standard, Abraham Lincoln will not be dwarfed. Our friend, Dr. Orlie Clem—who recently stepped over from the faculty of Syracuse University to the Superintendency at Owego, N. Y.—has applied to the Great Emancipator the yardstick of education. A pleasant way to review the life of Lincoln and at the same time to broaden one's concept of education, is to read "Was Lincoln an Educated Man?" It starts in this issue, and will be concluded in the next one.

•

It takes vision, sincerity and grit to make over a whole system of public schools, as Superintendent Chapman and his associates did in Plainfield, Connecticut. But today the schools of that community do not have to beg for support. It comes as a matter of course, in return for values that are self-evident to every tax-payer. Read how this transformation has been brought about.

•

Verse in Ambush

Answers to Missing Lines Quizzes have been trooping in. 17 states were represented in the replies to our contest of December 3. The completed couplet was:

Nothing can be taught by spurning
Basic factors in good learning

The second line occurred in an advertisement on page 547 in that issue.

Now for Missing Lines Quiz No. 3.

The Office Poet (so called) has labored out the first line:

"A house that consistently features
......"

All you have to do is find the second line already composed and awaiting discovery in an advertisement in this issue.

Find the missing line and tell what advertisement it is in. Mail your reply promptly, and if it's the first one from your state, you will be credited with a four months' subscription to this magazine—for yourself or some designated friend.

Your reply must be postmarked not later than January 24—but we advise you not to wait that long. The competition in some states is rather lively! We are discovering a lot of expert puzzlers—most of 'em good sports too, who "will" the Journal to their pals after two or three successes.

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SPECIAL effort has been exerted to make the book understandable to boys. 168 large, detailed illustrations describe visually the 21 Projects.

Extreme simplicity of design and performance have been particularly stressed.

Very few special tools and equipment are necessary.

The cost of the materials for the first six projects, for seventh grade pupils, averages 50 cents; the cost of the next five projects for the eighth grade, averages $1.50.

In connection with each project, various practical uses of the finished product are given.

An introductory historical paragraph precedes each project relating interesting incidents connected with its development.

Two hundred and fifty explanatory questions and answers help to clinch the facts.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

Volume CXVIII | Boston, January 7, 1935 | Number 1

Was Lincoln an Educated Man?

By ORLIE CLEM

Superintendent of Schools
Owego, New York

The author presents interesting evidence to show that Lincoln's estimate of his own attainments was far too modest.

> *"Abraham Lincoln,*
> *Born, 1809,*
> *Profession, lawyer,*
> *Education, defective."*

THE above entry appears in the Congressional Directory in Washington. It is the modest autobiography of a great man. It presents to us a vital challenge. Was Lincoln's education defective? Was Lincoln an educated man?

The problem of Lincoln's education bristles with controversy. Ordinarily he has been regarded as uncouth, untrained, uneducated, and uncultured. At different times and by different groups, he has been projected as an example of anything and everything. To some he is a transcendent genius for whom education was unnecessary; to others for whom education connotes superficialities, he is a self-made man of common sense; to still others, he is a child of destiny or divine providence. As such he had a mission to perform and like Moses or Christ gave little time to the trivialities of education. Arthur Brisbane "shuddered to think what four years of Harvard might have done to Abraham Lincoln."

It is the writer's deliberate judgment that no man was ever more ideally educated than Abraham Lincoln. There are in our schools today certain fields of study whereby we presume to educate men. These fields are: English, social studies, science, mathematics, language, physical education, practical arts, fine arts. It is profitable to examine Lincoln's education in terms of these fields. The record is so clear that all who will pause, may read.

Lincoln's education in English was unique and enviable. He was one of mankind's children for whom literature provided an escape from oblivion. It is an historical fact that upon the publication of "Childe Harold," Lord Byron awoke one morning to find himself famous. Thackeray said of Goldsmith's "Vicar of Wakefield": "With that sweet story Goldsmith found entry into every castle and every hamlet in Europe." Likewise, Lincoln recognized early the value of the language lever as an instrument for lifting himself from backwoods obscurity. He read and re-read the best literary models, and plastered the walls of his cabin with them. He produced self-imposed compositions. He gave extemporaneous speeches to field hands, stumps, trees, potato rows, and poultry. He procured a grammar from Minter Graham, and studied assiduously punctuation and syntax. He missed few opportunities to hear public addresses. In early years he read and re-read the Bible until its simple style became a part of his being. The same was true of "Pilgrim's Progress," "Robinson Crusoe," and "Æsop's Fables." He mastered in the same manner the Declaration of Independence, the Constitution, and a code of Indiana laws. Later from his poetic friend, Kelso, and through his own efforts, he absorbed much of Shakespeare and Burns. His readiness to walk miles for a book is part and parcel of the Lincoln tradition. Lincoln was not born with a "grand style" in literature. It was the outcome of absorption, in addition to a life-long study of the art of expression. Stevenson was no more painstaking in composition than Lincoln. Lincoln said of one speaker: "He can compress the most words into the smallest ideas of any man I ever met." No one ever said that of Lincoln, particularly in the later years of his life.

The severest critic must agree that Lincoln was educated in English. His two Inaugurals, the Bixby Letter, and the Gettysburg Address possess all the elements of the "grand style." At the close of the First Inaugural, there is a passage of ethereal pathos long since recognized as a part of the world's great literature.

> "I am loathe to close. We are not enemies but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory

stretching from every battlefield and patriot grave, to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union when again touched as surely they will be, by the better angels of our nature."

At the close of the Second Inaugural, Lincoln appears to be speaking for the race, for humanity.

> "With malice toward none: with charity for all; with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations."

In the Bixby Letter, not only does Lincoln seem to be speaking but the America of our dreams.

> "Dear Madam: I have been shown in the files of the War Department a statement of the Adjutant-General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom."

The Bixby Letter hangs in a library at Oxford University as a supreme example of pure and beautiful English. The Gettysburg Address hangs upon the walls of the Board Room of the University of London among the flawless examples of deathless oratory. The Gettysburg Address embodies the sheer logic of a geometric theorem, the poetry and charm of a Greek sonnet, the Hebraic grandeur of Miltonic verse. The conclusion of this address is the leit-motif of American democracy:—

> "That this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, and for the people, shall not perish from the earth."

It is no wonder that Edward Everett would gladly have exchanged his forty pages for Lincoln's forty lines. It is no wonder that Lincoln's masterpiece received "The Perfect Tribute." In the field of literature, Lincoln is with the immortals. He is a member of the Great Society: Socrates and Cicero; Bacon, Milton and Bunyan; Rousseau and Burke; Franklin, Emerson and Whitman; Shakespeare and Montaigne.

No man ever had better training in the social studies than Abraham Lincoln. No man ever possessed a better laboratory for studying problems of human relations. A civilization was on the march; he was in the vanguard. It was the days of the great frontier; he was the spirit of the frontier. He knew what it was to sleep in a bed of leaves; he knew the carelessness of the wilderness which claimed his mother when he was nine years of age. He was at home in clay. He came to know men and human nature as few men ever have. And what a fruitful laboratory his was. He learned his geography on trips from Kentucky to Indiana, and from Indiana to Illinois, and from Illinois to New Orleans. He learned still more geography in Offut's store as hardware came from New York and Pennsylvania, coffee from Brazil and tea from China. Steamboats and covered wagons brought their ever fascinating lessons in human geography. In later manhood Lincoln read Gibbon's "Decline and Fall of the Roman Empire," but his priceless historical knowledge came not from books but from experience. It was his task to subdue the wilderness, to manoeuvre a flatboat, to run a post office, to operate a store, to participate in the Black Hawk war, and to engage in politics. Most men read history; Lincoln made it.

In civics as in history and geography, Lincoln learned his lessons not from books but from the arena. With a goose-quill he registered ballots his first day in New Salem. Lincoln learned early at Anderson's Creek that he could ferry passengers to the middle of the Ohio river, but not "for reward set any person over a river," in terms of the Kentucky law. At Squire Pate's on "law day," he learned the meaning of witnesses, constables, and the various elements in the machinery of justice. He was the leader in the grocery store discussions. As an embryo lawyer, he had been a member of a "shirt sleeves court" in a corn field. He grew up in a theatre of politics; he knew the haunts of politicians. All his life, prior to the presidency, he was an astute understudy of that brilliant politician, Stephen A. Douglas.

In terms of the social studies, there were no gaps in Lincoln's education. He was the spirit of frontier democracy. He was close to the heart of America. He understood her pulse. Through temperament, experience, and intuitive insight he understood the minds and hearts of men. Lincoln had an interest in everything and everybody; political speakers, log rollings,

camp meetings, corn huskings, murder trials. Wham has well said:—

> "As the pond lily extracts from the slime and mud of the pond the elements essential to its gentle beauty, so Lincoln gathered from his surroundings, coarse and vulgar and vicious as they were, elements of experience which he transmuted into the pure gold of social insight and wholesome sentiment."

When on a trip from Louisville to St. Louis he saw negroes "strung together like so many fish upon a trout line," he trembled for his country; likewise, when he beheld the auction sale at New Orleans Lincoln remembered that the Declaration of Independence affirmed the equality of all men before the law.

Lincoln recognized certain clear-cut elements in the kaleidoscopic social scene of his day. It was clear to him that the fathers of the Constitution side-tracked the problems of states' rights and slavery. He knew the relation of Whitney's cotton gin to the Missouri Compromise and the Kansas-Nebraska Bill. He sensed that basically the Civil War was centred around king cotton. In the caldron of political unrest, Lincoln developed remarkable toleration. He read southern newspapers diligently and knew the southern point of view better than any one in the North. At one time he said:—

> "I do not blame the Southerners for not doing what I should not know how to do myself. If all earthly power were given me I should not know what to do as to the existing institution."

In the caldron of practical politics, Lincoln forged an ideal of democracy which will always inspire those who struggle for self-government. In the Peoria debate he said: "No man is good enough to govern another without that other man's consent." In his First Inaugural we find: "Why should there not be a patient confidence in the ultimate justice of the people? Is there any better or equal hope in the world?" While President his popular receptions helped "to renew in me a clearer and more vivid image of that great popular assemblage out of which I sprang, and to which I must return." Lincoln, like the authors of the Declaration of Independence, knew the tendency of dictatorships to breed tyrants. His hope of democracy lay in his faith that ultimately the common man would wobble right.

In his laboratory of men and politics Lincoln believed certain laws of human relations to be as inexorable in their operation as the laws of physics. One was a sense of justice. In his Cooper Union speech he said: "Let us have faith that right makes might; and in that faith let us to the end dare to do our duty as we understand it." That statement was equivalent to a covenant with God. Likewise, it took courage for him to say in 1857: "But we think the Dred Scott Decision is erroneous." For purposes of expediency Webster might compromise with eternal justice, Lincoln never. He registered a vow with St. Mark when he affirmed: "A house divided against itself cannot stand." His meaning was unmistakably clear when he said: "I believe this government cannot endure permanently half slave and half free."—*To Be Concluded.*

Yelling Teachers

By GEORGE B. WHEELER

FROM time to time I hear teachers "bawling out" classes as I pass their doors. I think the scolding of a whole class is rarely or never justifiable. It does not do any good. It is too impersonal in the first place, and is not constructive in the second.

The occasion for hollering at a class generally rises out of either (a) inadequate preparation of plans for maintaining the interest of the class or (b) a temporary grouch or more permanent disposition unfavorable to the general work of education.

It certainly is not edifying to passers-by in the street to hear a peevish teacher venting her rage at the top of her voice.

There is no place for the yelling teacher in modern education. The modern teacher knows the tendencies of human nature, and anticipates and sublimates the undesirable impulses.

A whole class cannot behave badly. If all react in an undesirable way to a situation, that situation either should not have been permitted to arise or, having arisen, the teacher should accept the general spontaneous reaction as natural and make of it an educational opportunity; or if engendered by one or two ringleaders, any unpleasant consequences should fall upon them, the teacher always maintaining a tolerant attitude toward those perfectly normal reactions of young human beings which are as inherent in the race today as they were when we were school pupils.

In this connection we should bear in mind that developing habits of courteous behavior is an important educational activity; and that in building habits there is no more potent factor than imitation. We must show them the habits we wish them to acquire. It is hardly to be expected that a learner will show finer courtesy or better breeding than his preceptress—and it would be to her shame if he did. And let us remember that real courtesy is the outgrowth of sympathetic feeling rather than a thin veneer of affected manners.

Nobody Loves a Tattler*

By GARRY CLEVELAND MYERS

IN a former article I pointed out some danger to the moral welfare, personality and mental health of children incident to the tattling element in some school practices under the guise of student-participation, especially as related to the elementary school.

But does not life demand that we tattle when the welfare of the community is imperiled? Suppose I see some person in the street about to rob a store or house or destroy property not his own. Shall I not report him to the police? Of course. But wouldn't that be tattling? Hardly, in the sense we have considered. Since I don't know the offender and am sure I could not make him choose to be a good citizen it would be futile for me to approach him with such purpose. Anyway he would doubtless only move to another street to commit a like offence. By calling the police I protect my neighbor in whom my greatest interest is centred. I gain no conscious sense of superiority toward the offender in doing so. In a school, however, certainly in a classroom, the relationships are wholly different. Everybody knows everybody else, and there is a community of interest. If one pupil reports some offence by another to the teacher the one reported, even though guilty, hardly can respond to the reporting one objectively. Normally pupil-pupil relationships are very personal. No, we don't prepare the child best at school for life by a scheme which puts a premium on tattling. Anyway the biggest contribution to citizenship any person can make in his community is not in vigilance for criminals. Rather it is in building in himself a life which will make others love and admire him as a neighbor.

In my book, *Developing Personality in the Child at School*,* I have a chapter entitled "Teaching Tattling at School." A certain critic of that book said I was opposed to student-self-government. I am not. He could not have carefully read that chapter. Here is part of what I said:—

"I am not urging abandonment of student self-government. Its objectives are desirable, and the movement is in the way of progress; only I should like to see the scheme reorganized in such a way as not to make the student representative primarily an official tattler to the school authorities about the conduct of his comrades.

"For a workable scheme which would seem to promote co-operation, school citizenship and mental health, let there be a student council, even in the elementary grades, as at present. Let these representatives of the student body continue to advise with the school authorities in drawing up rules of school behavior for this student body. But do not let these representatives serve to execute these rules by reporting the offenders, but rather let them assume the responsibility of moral suasion among their fellows, to the end that the offenders may be induced to step in line for the welfare of the group. In the high school the absence of police responsibility on student representatives is obviously more desirable even than in college. In the elementary grades it is most desirable of all."

And here is what I wrote about the "monitor":—

"When teachers cease to extend their policing power through pupils who as monitors or whatnot must serve as detectives, they will turn their interest to inculcating among their pupils in the classroom a desire to be good citizens at school. A skillful teacher successfully prepares her pupils while they are with her in the classroom to control themselves alone when she steps out, as well as to prove themselves good citizens in the halls, library and basement, and on the playground, without having one of their number assigned to 'squeal' on them for wrong doing. We build for citizenship and personality as we help make each child his own policeman.

"The teacher is, of course, going to keep her eyes open until the pupils are able to get on reasonably well together on the playground and to be careful in regard to the school property. She is not going to expose them alone to undue temptations. Anyway, there ought to be a teacher on the school playground to stimulate children in worthwhile games and to guide them in sportsmanship.

"Of course, because of the absence of restraints in the homes of many school children, and the prevalent disregard for property and others' rights, the problem of the teacher is not easy. There are some schools in which not enough leaven of good citizenship is found to make the scheme proposed practicable at present. In that event, the only thing for the teacher and the principal is to do the best they can. Even a 'tattling' scheme might be justified. At any rate, order must be maintained by some means."

Then I say a word about *Tattling and the College Honor System:* "Many college deans have lately declared that the 'honor system' of examinations is a failure, adding the mournful comment that its failure is an

* This magazine, December 17, 1934.

* Greenberg, New York, ch. IV.

evidence of disintegrating character among college men and women. The real reason for its failure is the increased feeling of sportsmanship that despises tattling. Among highly self-respecting boys and girls, men and women, no honor scheme will work which presumes that one student is going to report to a teacher irregularities in other students. But it might be possible by beginning in the elementary school to carry on through the university an honor system in which nearly every student would choose to do his own work honestly, not because some one else might be watching him, but because he is watching himself.

"To guarantee success, the foundation must be laid in early childhood, in a home where parents are not sneaks nor children tattlers; then fortified in a school system where a child's personality is thoroughly respected by the teacher and where the spirit of co-operation and security and the teacher-child relationship are wholly favorable to mutual confidence and esteem. Although such a plan is a long, long way ahead it seems worth striving toward. It is the only kind of plan which I can see that offers promise for building better character and personality, and for checking student cheating."

We Revolutionized Our Schools

By J. L. CHAPMAN
Superintendent of Schools
Plainfield, Connecticut

Something needed to be done—and local educational leaders found out what that something was and did it.

SOME eight or nine years ago we took an educational account of stock to determine just what we had to show for many years of work along traditional lines.

It became evident very soon in our survey that of all the students entering high school, only about five per cent. were going to college and less than ten per cent. were pursuing their education further than four years of secondary school.

The holding power of the high school was less than sixty per cent. of those entering as freshmen who finally completed the full four years. What became of the more than forty per cent. who had less than four and possibly less than three years of schooling beyond the traditional eight grades of the elementary school? Apparently they left school and just drifted into whatever niches they happened to find.

•

Even in the grades the number completing more than the legal six grades fell far short of one hundred per cent., and these children who left also drifted, usually into one of the several textile industries in the community, carrying with them some small knowledge of the three R's but little real knowledge and experience that fitted them for contact with their fellow men or added to their value as potential citizens.

We had well-worked-out courses of study throughout the system. We drilled faithfully on arithmetical, grammatical and historical facts. We read the standard English texts in high school and our secondary school work was largely colored by the college entrance requirements.

Apparently a definite relationship was shown between our courses of study and the lack of holding power both in the grades and in the secondary school. But this was not the most serious defect uncovered.

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Very few of those who went through the full twelve years in the system seemed to have adequate preparation for any work; except the commercial graduates, who, thanks to a very efficient instructor, proved good typists and stenographers.

Graduates as a whole showed little civic and sociological training and while they were nearly always law abiding they were never active in the civic and political life of the community.

Those interested in securing appropriations for educational purposes had no real outstanding accomplishments to bolster up their "requests." We never dared demand in those days. We humbly accepted what "the powers that were," were pleased to allot to the schools.

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A few brave spirits voiced opinions that something should be done, but no one seemed to have a really constructive idea as to what that something should be. Two things we finally decided upon—

First: That some definite training in leadership was needed.

Second: Every pupil was entitled to a certain amount of individual attention.

The beginnings of a settled policy of pupil leadership were made in the field of physical education. Rest and relief drills were conducted by pupils under the direction of instructors and gradually the longer, supervised play periods were also taken over.

To trace the development of this phase of our work through other activities down to the present when it has become an accepted fact throughout the

system from the first grade through the high school would take too much space.

It is so much a part of our whole plan that activities, both regular classes and extra curricular, are generally conducted by the pupils themselves, instructors guiding the work from the sideline. So much for pupil leadership.

•

The second point in the development of the present program is one that is now a commonplace in all progressive systems; that is recognition of and provision for individual differences. Ten years ago only a few of the more forward-looking professional educators devoted much attention to planning programs to give every pupil as nearly equal educational opportunity as possible.

We early adopted a scheme known as the A B C Plan which recognized and attempted provision for at least three degrees of ability in every subject and every class.

In the elementary school the unit plan of work is generally used. In the high school the contract assignment is used. In all classes the slow student is given a minimum amount of work for which he is held definitely responsible. The average group has a larger amount of work to do, while the student of particular industry or ability is given extraordinary and special assignments which the average student would usually be unable to complete.

•

Another important device in our plan for development of citizenship is the forum or free discussion practice in all social studies groups, both in the elementary and the secondary school. These classes are always interesting and give practical training in civic duties.

Pupils keep themselves informed on current events, social, industrial and political happenings local, state, national and world wide.

"To me an achievement beyond the effect upon the boys and girls themselves is the changed status of public opinion. Today our community is wholeheartedly with the schools because the people know the schools are doing a good job."

Daily and weekly papers, magazines and periodicals are furnished to all schools and even the lower grades enjoy their weekly readers and take a lively interest in current topics.

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In the high school the work in English has undergone radical changes. No longer do students discuss and "cuss" Burke's Speech and kindred "classics." Only in the strictly college group are students even on speaking terms with college entrance requirements. Modern writers, Tarkington, Terhune, Halliburton, Cather and many others are known and enjoyed in all English classes. Through the medium of a section in the local paper given over to student reporters, students get actual experience in reportorial writing. A school paper written, edited, and printed by students is often found in both the elementary and the secondary school.

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French is a spoken language—not a thing of idioms and grammatical gymnastics. Commercial and Economic Geography is a study of actual transactions, backed by interesting notebooks and real products of commerce, trade and industry.

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Home Economics classes, and there are boys' classes as well as girls', have practical lessons in cooking, sewing, meal planning, marketing, household sanitation, furnishing and decorations, and a most practical course in child care with real babies from the community to care for.

Then, too, in these years of depression, pupils in both elementary and secondary schools have done, and still are doing, real social service in aiding needy children and providing clothing, food and other necessities for families who are undergoing hardships because of lack of opportunity to work.

We have many clubs and student organizations. We have a finely functioning student council in the high school. Students largely manage athletics and other extra curricular activities, aided, directed and encouraged, but never dominated, by instructors.

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Our motto, if we have one, is: "School Is Life." We assume with Dr. Hopkins that "The aim of education is NOT to aid pupils to acquire the commonly accepted integrating knowledges and skills, but rather it includes aiding pupils

1. To understand and practice desirable social relationships.
2. To discover and develop their own individual abilities.
3. To cultivate the habit of critical thinking.
4. To appreciate, desire, and engage in, worthwhile activities.
5. To develop sound physical and mental health.

Our problem is the integration of all the best of these points of view through a dynamic concept of education.

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We know that all pupils are not gifted alike. A high I.Q. means only psychological intelligence. The pupil with the low I.Q may be sociologically more intelligent and have in him the makings of the better citizen. Frankly we are not conservative. We make experiments. We also make mistakes. If a plan works we adopt it until something better is discovered. If an experiment fails, it is often the technique of the experimenter that is the cause rather than the experiment itself, especially if the experiment has

to do with greater pupil activity and responsibility.

For the old adage that boys and girls "should be seen and not heard" we say: "Teachers should be seen, but heard as little as possible." Our part is that of trained, sympathetic, intelligent helpers, to eager, open-minded seekers who yet have the larger part of life ahead, who are soon to be charged with all the duties and responsibilities which now devolve upon those of a generation just beyond their own.

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Briefly this is our set-up. What has it accomplished after five years of real trial?

First, our holding power has increased. This is due partly to the fact that boys and girls under sixteen no longer find employment in the textile industries, but also because school has become a more interesting place in which to be. Ninety-five per cent. of the children who enter the first grade complete the eight years. Second, a greater percentage of our grammar school graduates enter high school and a greater percentage of our high school graduates continue their education in higher institutions. Seventy-five per cent. who enter as freshmen finish their four years and twenty per cent. of those who graduate continue their studies. Third, our graduates seem to be outstanding in the various fields they enter after completing their high school course.

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To me an achievement beyond the effect upon the boys and girls themselves is the changed status of public opinion. Today our community is wholeheartedly with the schools because the people *know* the schools are doing a good job. Even when retrenchment became necessary, it was made with regret and amounts devoted to education were increased as soon as the worst of the financial embarrassment of the town was past.

We have large, active and exceedingly helpful parent-teacher associations where both parents and teachers work together for the welfare of the children. We have a Board of Education that is active and sympathetic.

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We have a Board of Finance that believes in giving the schools as large a measure of the public funds as is possible in view of the real needs of other departments.

Our graduates are making themselves felt in the civic life of the community in many ways, and the pupils now in school are also active in our community life. They are articulate, not dumb. They have ideas of their own that are not merely the long, long thoughts of youth, but are based upon real knowledge of the problems of the present day.

I hope no one who reads this "expose" will think it a sudden accomplishment. It has been a long time in the making and it is still only the beginning. Of one thing we are certain, the old order has passed, and none regret its passing.

Why the Winner Won

A Story

By ETTA W. SCHLICHTER

THIRTEEN applicants for positions in the Dickson School, and one vacancy.

The selection was simplified by the decision of the school board to employ a teacher from the home town. That narrowed the choice to Mabel Dawson and Jane Beck. There was much speculation as to which would get it. Their qualifications were much the same. Both had just graduated from the same college with equally excellent records. They had pretty much the same friends. It was a group of these girl friends that was discussing the situation.

"Too bad," said Mary Kerley, "that Mabel and Jane should be rivals. Still, you can't blame them for both wanting home jobs."

"For my part," said Nancy Bain, "I'd like to see Jane win. She really needs it, and Mabel really doesn't, though I suppose she thinks she does, after her father has paid for her education."

"But Mabel has personality," remarked Nora Jackson reflectively. "Jane's pretty timid, and Mabel knows how to get what she wants."

"The fact that Jane needs the job won't count," volunteered the last girl of the group, Sibyl Hamilton. "Uncle Dick is a member of the school board, and I heard him say that it isn't the business of the board to consider charity cases. Not that Jane is a charity case, of course. But I mean, her circumstances won't enter in."

"I believe," said Nancy, "that Jane will make a better teacher. She's so steady."

"Yes," agreed Mary, "But Mabel has a lot of enthusiasm. That counts a lot with youngsters. It inspires them, don't you think?"

"I don't know," answered Sibyl. "But what I do know is, that Mabel has a pull and

Jane hasn't. Mr. Dawson is prominent in this town, and while I guess Jane's father is a good enough man all right, he's a sort of nobody. I mean, he hasn't any influence. That oughtn't to count, but it does."

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Just then the girls, who were sitting on the Jacksons' porch, saw Mabel coming up the street, and hailed her. She came up, greeting them gayly. She was a pretty girl and very popular.

"How's everything?" asked Nora, passing some iced tea and a plate of cookies.

"Just fine," replied Mabel. "I've been to see every member of the school board, and they treated me wonderfully. Of course not a single one promised anything, but I didn't expect that. It's votes that count. I've just been to see Judge Delevan. I saved him for the last. He's the most influential member of the board, but he's a friend of Dad's, so I wasn't afraid to tackle him."

"What did he say?" asked Sibyl, a little miffed that Judge Delevan should be considered more influential than Uncle Dick.

"Oh, he didn't promise anything, of course," said Mabel lightly. "Just passed me a box of chocolates, and laughed and said: 'Well, young lady, I'll look into your record.'"

"Jane has a fine record, I'm told," said Sibyl.

"She does," said Mabel candidly. "I wish there were two positions. Jane's a lovely girl, for all she is so quiet. It doesn't seem fair for her not to have a chance, but I don't believe she has a bit of a pull. Judge Delevan doesn't know her. I asked him."

"Uncle Dick knows her," answered Sibyl shortly.

"He knows me, too," smiled Mabel, unaware that she had given offence. "He was lovely to me when I called on him."

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There was a called meeting of the school board the following week for the purpose of electing a teacher, but the matter was tabled to be taken up in July. The July meeting came and still no vote was taken. What was the matter? Friends of both girls scanned the papers eagerly for a reason for the delay, but there was no information.

The August meeting was very brief and the next morning's papers bore the simple announcement that Jane Beck had been elected to fill the vacancy in the Dickson school.

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Mabel was stunned. Chafing at the delay, she had nevertheless not for a moment considered that she would be defeated. She was not conceited, but she was sufficiently sophisticated to know the value of prestige and personality, and to know that she had both.

Bitterly chagrined, she determined to know the reason for her failure.

Dressed in her most becoming clothes, she called again upon Judge Delevan, and in her naturally attractive manner begged him to enlighten her. "You said, Judge Delevan," she began, "that you'd look into my record. Won't you please tell me what you found in it that was wrong?"

"Please be seated, Miss Dawson," said the Judge, with old-fashioned courtesy, placing a chair for her. "Now, let's talk it over."

"Thank you, Judge."

"The choice was between you and Miss Beck.

"Yes."

"Your college records were excellent, both of them. Your recommendations here in town were fine. So were Miss Beck's. I'll be frank and tell you that you have some qualifications that she lacks. If the election had taken place at the called meeting in June, as we expected, your chances of winning would have been good."

"In June!" exclaimed Mabel in astonishment. "But whatever can I have done since June to spoil my chances?"

The Judge smiled gravely but kindly.

"On my way to the June meeting," said he, "I chanced to stop at the library, and I overheard a little conversation between one of our young teachers and the librarian. Said the teacher: 'I want a book, Miss Granville, something light, now. Something *real* light.' I should have thought nothing of that. A teacher has a right to light reading at the close of a hard year. But it was the librarian's answer that struck me. She laughed and said: 'Oh, you don't need to tell me that. It's only the old teachers who ask for serious books. You young ones never ask for anything but trash.'

"I went to the meeting, and asked to have the election postponed. With two such excellent applicants, the members were glad to put off the decision, especially when I explained the reason.

"I am a member of the library board, Miss Dawson, and all summer I have watched your cards. You have read a lot of books, every single one the lightest fiction; not bad books, but worthless. Miss Beck has spent many hours in the library, reading our best magazines for current events, and taking home books of history, essays, poetry, and whatever she will find helpful in fitting her to teach. It was that alone that turned the scales in her favor."

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"Thank you, Judge Delevan," said Mabel, rising. "I'll try to profit by my lesson."

"*Do*, Miss Dawson," answered the Judge cordially. "And don't be discouraged. Unless there's an upward movement at the library, there will be some more vacancies another year. The time has gone by when our teachers can be mere time servers. We want you young women to look upon your profession as a calling, not a job. Besides," he added,

with his genial smile, "I see signs of a romance or two in our teaching corps. Even should the library record make forward strides, I think I see some coming vacancies."

Mabel held out her hand impulsively. "Judge Delevan," said she, "it serves me right. I've frittered away the whole summer reading plain trash. Now just watch me improve."

The Character Tripod

By MAYNARD C. WALTZ
Keene (New Hampshire) Normal School

CHARACTER education is not merely a matter of importance, it is the outstanding need of our time as it has been of all times. Because of this fact I believe that society should make a conscious attempt to build character in its members. This character education must be undertaken by all of the institutions of society since character education is intimately bound up with mental inheritance, family life, group customs, economic organization, community recreation; in fact, with the entire community life. However, I shall confine myself to the school situation.

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What is character? The man of character meeting a new situation or an old one determines the right attitude to take and follows this with corresponding conduct. He has developed within himself something that is sensitive to right and wrong and has accustomed himself to act accordingly. He can be relied upon to respond to new and trying circumstances in accordance with a regulatory principle. In short the man of character is the *free* man. Free in the sense that he has control of himself, that he knows what he is about, that he sees life as a whole, that he integrates his powers, and that he applies them to accomplishing of ends outside of himself. Socrates about to take the hemlock was a *free* man. When I speak of right and wrong I am not giving to morals a sentimental goody-goody turn without reference to effective ability to do what is socially needed, nor am I overemphasizing convention and tradition so as to limit morals to a list of prescribed acts. In my view of character training I am an eclectic. I believe that the theologian, the idealist and the positivist all have their contribution to make and that it is a mistake to believe that the entire truth lies with any one of them.

Now to come to the question of character education in the schools. The history of philosophy shows us that the mystic, the idealist and the positivist have each in turn held the stage for a time. I believe that past ages made a great mistake in allowing one type of philosophy to dominate the schools and that we are repeating past error in making positivism our God. Consequently the methods of character education which I shall support will endeavor to use the best in the contributions of the three interpretations of philosophy which I have just mentioned.

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The prize positivistic contribution to character education at the present time is that of Hartshorne and May. They believe in the doctrine of "specificity" in character training. On page 243 in their "Studies in Deceit" Volume I, they say: "These five points all support the hypothesis that honesty or dishonesty is not a unified character trait in children of the ages studied, but a series of specific responses to specific situations." Therefore, they would divide honesty into a great many specific habits and train the child in each of these. Much the same as Symonds divides tact into 1,173 specific habits. Now if you were certain that you had discovered every habit involved in a tactful situation and had trained a child in each of them you would not have developed much character, for the child's correct response would depend only upon habit. You would have no guarantee that a regulatory principle was in operation. Again you would never know that changing conditions might not demand a 1174th habit which you had never trained. A quotation from *Whitehead's "Aims of Education and Other Essays" is helpful at this point. He writes: "Whatever be the detail with which you cram your student, the chance of his meeting in after-life exactly that detail is almost infinitesimal: and if he does meet it, he will probably have forgotten what you taught him about it. The really useful training yields a comprehension of a few general principles with a thorough grounding in the way they apply to a variety of concrete details."

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I believe that Hartshorne and May place too much emphasis upon the concrete details to the exclusion of the general principles. Their training is of great value with animals and humans with a maximum intelligence of twelve years, but we need something more with intellectual humans above this level. It seems to me that we devote too much attention to the specific habit level.

*Whitehead, A. N.: The Aims of Education and Other Essays, page 41.

(Continued on Page 24)

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Modernizing the Courses

In Chattanooga, Tenn., they're doing things to the curriculum. Superintendent Robinson reports briefly.

W. T. Robinson—"A director of research and curriculum revision has been added to our staff, and is devoting particular attention to junior and senior high grades. We are all working together to bring the curricula of all grades from the first up to the highest into line with present-day needs. The problem of retardation is also receiving fresh consideration."

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Varied Assignments

Bright pupils, average pupils and slow pupils—all are given due attention under the plan effective in the schools of Anne Arundel County, Maryland. County Superintendent Fox (Annapolis) describes the set-up.

George Fox—"We have made provision for individual differences in high school and in elementary school. All high school classes now work on hour periods. Every recitation period is divided into two distinct parts, one part in which the teacher directs the discussion, conducts the lesson or outlines the preview work. The other half of the recitation is devoted to supervised study within the class.

"This county has not the funds available to provide vocational schools or special schools for backward children. Our teachers, however, have worked out a plan by which assignments of different levels are made to each group. The assignment for the advanced group provides for an enriched curriculum, for difficult reports and more research work. The assignment for the pupils of less ability is made just as comprehensive in its scope but more emphasis is placed on the minimum essentials of the understanding of the problem. A time is found to give very backward children individual attention in every group of our schools.

"Experiments carried on in the Annapolis High School under the direction of Professor Kinhart, where 160 first-year children were involved, resulted as follows:—

"Eighty of the children, two groups, were taught by two efficient teachers on the single assignment plan. Eighty others were taught by two equally efficient teachers on the varied assignment plan. All of the children were tested before the experiment was conducted as to mental ability, chronological ages and achievement. The two groups were made as near equal as possible in all three aspects.

"At the end of six months the group taught on the varying assignments plan was four and one-half months in advance of the group taught on the single assignment plan. Similar results were achieved in many of the other classes in Anne Arundel County high schools. The plan was also in operation in the elementary schools but not with hour periods. Teachers planned assignments to meet the abilities of the children.

"It is our belief that an assignment hard enough for the high section of any class made up of forty or fifty pupils will be too difficult for those of lesser ability within the group, and an assignment plan for those of lesser ability in a group of forty or fifty will not challenge the brighter pupils. An average assignment reaches the average group but neglects a large percentage of bright and another large percentage of slower children.

"It is also our opinion that unless a great deal of money is available for experimenting, too high a degree of segregation is detrimental to children as a whole.

"Our high school classes are organized on two levels, in extreme cases, three levels. The teachers having the classes on these levels divided each recitation into two parts as above outlined."

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For CCC Extension

The majority of young graduates have difficulty getting jobs—and some who do get them thereby push older, more highly paid workers, out of employment. Principal Burkhard of the Frank A. Day Junior High School in Newton, Mass., has been thinking of a scheme for improving such conditions.

Russell V. Burkhard—"Isn't it a reasonably worthy objective to keep youth out of devastating competition with adults as far as possible by opening up a very practical and much more purposeful type of educational program than heretofore?

"By extending a worthy school offering at the lower end, and providing old-age pensions and care at the other end we might reduce the unemployment numbers. By this I mean an attempt to narrow the field of productive labor into the limits of twenty to sixty years.

"Our great public lands which have lately housed the C.C.C. activities might be the natural laboratories for such a program.

Unquestionably the present offering in schools is too heavily loaded with academic material. The great state and federal public lands could be used to train boys and girls in all of the trades and crafts necessary. This labor in such territory would be detached from ordinary competitive labor. It would be productive, however, in that not only would it adequately train for various activities but would also be used to prepare these great public lands and properties to house and feed those over sixty whose resources do not permit them to care for themselves. This would in no way interfere with the present recreative opportunities of state and federal lands, nor eliminate the premium on individual effort.

"Employers might look to these extended school centres for all types of skilled and unskilled youths to fill the adult labor ranks.

"I am very much concerned with the fact that we are not adequately providing for the great army of youths who either cannot or will not take advantage of the C.C.C. endeavors."

All in the Day's Work

By FRANCIS READ

A High School Principal

Still Their Friend

My day has been brightened by a visit from a former teacher, a young woman now happily married and living in another city. She taught here only two years but she contributed much to the welfare of the school, and she made a lasting impression upon the lives of her students.

This young woman embodied some of the most cherished ideals that I have for teachers. She entered into the life experiences of her students. She visited the sick, sympathized with the unfortunate, rejoiced with the successful, was a true friend to all. I learned that at least sixteen of her former pupils write to her regularly. Her eyes glowed as she told me the different things they are now doing.

I tried to get my visitor to dine with my family tonight, but the three days that she is in our city are full to overflowing with all kinds of engagements.

A teacher, who, besides being capable, possesses a spirit of sincere friendliness towards her students, not only renders a great service, but finds her work the most joyous and interesting of occupations.

Not Hindrance But Help

"I would not have a Parent-Teacher Association in my school," a fellow-principal said to me this afternoon. "It gives the busybodies a chance to make trouble."

Such a remark is hard for me to understand. Our high school association has been most valuable in promoting the progress of our school during the past decade. It helped us to get our new building. Through its influence our school has been maintained at a high level of achievement during the difficult period through which we are passing. Our large membership makes it possible for us to put across in the city any plans that are favored by the organization.

If some irresponsible person tries to start something at the meetings, there is always a big majority of sensible people to save the situation.

Parent-teacher associations break down the barriers between home and school. They enable parents and teachers to get acquainted so that they can work together harmoniously in the education of the young. I believe that there should be a strong parent-teacher association connected with every public school.

WINSTON FLASHES

RIDING in a Pullman may be no novelty to you. Yet, despite the fact that the Pullman cars of the United States carry more than 50,000 passengers each night, at least 90 per cent of the entire population of this country has never slept in a sleeping car berth.

ONE of the greatest world travelers extant is Young Fu (now $2.00), the book that won the Newbery Medal. Not only has YOUNG FU been everywhere in the United States, but it is now published in England and distributed throughout the English colonies. It has been translated into Swedish, Danish, and Norwegian; into German (for an Austrian edition) and Spanish. And yet critics say that HO-MING ($2.00), the new book by Medal Winner Elizabeth Foreman Lewis, is even better.

IN the Mythology section of THE WINSTON SIMPLIFIED DICTIONARY, INTERMEDIATE EDITION, are listed the twelve labors of Hercules. You remember them—killing the Nemean lion, securing the golden apples of the Hesperides, bringing Cerberus up from Hades, and so on. If you have any amateur Hercules in your classes, we suggest that you equip them with books bound in the patented Winston "Hercules" binding—the strongest schoolbook binding known. The J. Russell Smith Geographies, the Burnham and Jack Histories, THE TRIANGLE ARITHMETICS and INTRODUCTION TO BUSINESS (to mention just a few) are Hercules-bound.

THE Winston Commercial Service Bureau, comprising some of the outstanding educators in commercial education today, is constantly at the service of school executives and commercial teachers, to assist in solving all problems in the field of business education. When changes in the course of study are contemplated, or when unusual situations arise in the classroom, please feel free to write us, for we are sure that this competent staff will be able to help you to reach a satisfactory solution.

FEW reviews have pleased us as much as this one from the JOURNAL OF EDUCATION, which appeared shortly after THE TRIANGLE ARITHMETICS were published: "There are many features which make traditions look like ox-carts in the presence of automobiles that will take any grade on high, but that which rejoices us most is the fact that this is the first series of arithmetics that always says 'Practice' and never 'Drill.' You make a child drill on something repellent. He will practice ardently anything he desires to know how to do better. In THE TRIANGLE ARITHMETICS children enjoy practice because they have approached the subject inspirationally."

THE average age of our distinguished citizens when they are first included in "Who's Who in America" is fifty-one years.

The JOHN C. WINSTON COMPANY
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CHICAGO ATLANTA DALLAS SAN FRANCISCO

EDITORIALS

End of Ebb Tide

THE period of recession in public education in the United States is at an end. Such is the opinion of the Emergency Commission, headed by Dr. John K. Norton, which has been keeping tabs on this whole question of how well or badly the nation's schools are faring.

Services such as art, music, domestic arts, and evening classes, which were suspended by many communities, have already begun to come back.

Unfortunately--there will remain serious inequalities in educational opportunities. These seem to be intensified by the unevenness of recovery in different areas and by drought's ravages. Many communities will continue to offer only the most meagre schooling to their children, unless state and federal assistance continues.

Nevertheless—throughout the nation as a whole—the economic situation of the schools is starting to improve. And that fact should bring cheer to all of us. The day may be far off when education school budgets will equal those of 1929. But when that day arrives, probably the lessons of economy learned during the depression will carry over to such an extent that more real educational value will be bought with each dollar than was the case in the heyday of prosperity.

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They Saved the Day

GREAT credit is due to the men and women of the school profession who have, by their heroic efforts, prevented recession from becoming retrogression. There are innumerable instances in which teachers have borne the burden—absorbed the difficulties—redoubled their exertions—revalued and revamped both method and curriculum to meet new conditions; and have done it all with good spirit.

A bright chapter in the history of American education ought some day to be written about these loyal, unconquerable people.

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Youth Will Need It

TODAY'S young people will need, more than all else in the world, the power to solve problems.

First, their own personal problems. They will need to believe in themselves and their own abilities. They will need to recognize economic opportunities. They will need to possess that individual courage and initiative which are born of confidence, the sense of power to find the answers. They will need the judgment to discover what they want that is fitted to their capacities and talents, and the gumption to go after it.

If the spectacle of fellow Americans waiting in idleness for something to turn up or for somebody to hand them out pensions, makes an appeal to them; or if they are lured into some form of racket—their generation will be a bigger failure than our own.

In the second place—today's youth will need the power to solve problems of a larger than personal sort; problems of public policy and social planning that will be handed over to them unsolved and in something of a mess.

It is a delicate matter for any teacher to decide how much help to give toward problem solving. Too much help is worse than none at all. It makes for weakness and dependence. And too little help means that the problem is not clearly seen and that the knowledge of how to attack it is lacking.

Fine judgment and well balanced self-control at this point, mark a really successful teacher in the strictest meaning of that word.

Any teacher, good, better, best, will be helped by keeping in mind that aim—to cultivate in every child and every youth the maximum ability to solve problems.

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Still Too Many Lynchings

THE effectiveness of public opinion is nowhere better illustrated than in the matter of lynchings. In 1892, the number of these ugly performances in the United States reached 231. Then a sense of shame and pride began to be manifest among the states, and valiant efforts were made to prevent such instances of mob rule. Gradually the lynch rate declined until in 1932 there were only eight lynchings in the entire United States. In that same year, however, some thirty-four lynchings were foiled by resolute officials.

Lynchings rose to sixteen in the year just ended.

Only a strong public sentiment for law and order can check such outrages.

Makers of Better Schools

ANN BREWINGTON is an important member of the faculty of the School of Business, University of Chicago. A native of Missouri and a graduate of its State Teachers' College at Kirksville, Miss Brewington holds two degrees from Chicago. She served the U. S. Army for a time with rank of Chief Reconstruction Aide. In 1922 and 1922-23 she was a supervisor in Idaho State Department of Education. At Chicago she has developed a direct method of teaching shorthand and typewriting, and has written a manual on this method. She is specially interested in the social concept of money—and will give our readers the benefit of her thinking on that topic in a forthcoming article.

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URBAN B. JEFFRIES is superintendent at Charleston, Illinois, and although still in his thirties, already a recognized leader in Illinois organizations. Basketball and baseball were his pastimes at University of Indiana, and he continues his interest in these and other forms of athletics. Charleston knew him for five years as high school principal prior to making him superintendent in 1930. He was a second lieutenant of artillery during the war, and is commander of the local post of the American Legion. He was a vice-president of the Illinois State Teachers' Association in 1932, and has held other offices—such as President of the Eastern Illinois League of sixteen high schools. A live wire is Jeffries.

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EDWARD CHARLES BLOM is assistant superintendent at Louisville, Ky., and brought to that task, eight years ago, an unusual background of experience in industry as well as university teaching. He is interested in education from the applied and the theoretical angles. His researches and writings have been varied — ranging from radio equipment for schools to the relations of teacher tenure and economic security. He believes in the use of radio and periodicals in education, and keeps in mind the educational importance of many out-of-school agencies and institutions. He sees education and life as intimately related.

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ARVIL S. BARR — whose books have scored ten places on the annual National Education Association listing of best books—is professor of education at Unit-sity of Wisconsin, in Madison. His facile pen and brain seem never to rest. Each year he adds new interests. Last year he delved into sound-visual recording of classroom instruction for experimental study and the training of teachers in service. He worked on other methods of in-service training for teachers. He has occupied a number of editorial posts and is co-winner of the Kappa Delta Pi award for the best study of the measurement of teaching ability. He is, in short, a puller-up of teachers; and that's working where it counts!

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JOHN EDWARDS BRYAN is a leader in Alabama education. He is superintendent of Bessemer city schools, and became president of Alabama State Education Association in 1933. He is an authority on platoon schools and has headed the National Association for the Study of Platoon Organization. Alabama Kiwanians made him their lieutenant governor in 1933; and the State Y. M. C. A. now claims him as president. The World War found him doing his bit in England, France and Germany. He is one of those all-around men who interpret the superintendency as an opportunity for large community service.

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J. E. ANDERSON was superintendent at Benson, Michigan, for seven years before becoming superintendent at Mankato in that state in 1931. The great out-doors appeals to him—with hunting and golf the main attractions. He is keenly interested in all phases of administration.

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WILLIAM T. KNOX is one of the wide-awake superintendents in Georgia. The Waynesboro high schools under his direction were the first in that state to use vocational civics in the first year. Before going to Waynesboro he was superintendent at Wrightsville, Georgia, for three years. He is a strong advocate of equality of educational opportunity and democracy in administration of schools.

Winshipisms

"Teach as you would wish others to teach if you were a superintendent."

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"Don't keep scolding about public sentiment. It is your business to make it better."

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"A fault-finder sours the milk of human kindness."

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

Belief in Santa

QUESTION—I am afraid this question will get in too late but I really want to know what you think about the Christmas Myth. It is a popular idea to keep the child in the faith of Santa Claus. Do you think we are deceiving the children, and that our deception has a tendency to develop skepticism about the story of Christ?

Answer—As I chance to know, you are a primary teacher and dealing with little tots. To me Santa Claus is a real patron Saint, and if he is a saint he must be real. He represents the spirit of goodwill, the spirit of cheerful giving, the spirit of trying to make other people happy. The spirit is real. Christmas is perhaps the most beautiful, the most dramatic, the most precious period on the calendar both to childhood and age. Take Santa Claus and Christmas out of childhood and you could only do one thing which would be worse and that is to take out Christ himself. The realist might abandon the beautiful myth, but he would kill imagination and childish joy and leave a barren waste instead. I love that song which is sung over the radio by Eddie Cantor: "Santa Claus is coming, Santa Claus is coming, Santa Claus is coming to town. You better not cry, you better not pout, you better watch out, I'm telling you why, Santa Claus is coming to town." When the child opens the gate of knowledge I would help him through, but I would be the last to open that gate.

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Our Country's Ideals

QUESTION—As teachers we have always held that the ideals of this country were high. Was our estimate too high? We have suddenly come into a collapse of practically everything we have prized. How do you account for this?

Answer—It seems evident that while the schools have attempted to teach an idealism which is wholly commendable, the whole drift of our country is materialistic. We have worshiped the "Golden Calf." A man in a community dies, the minister in the pulpit, the priest in the cathedral, the rabbi in the synagogue, the newspapers, all estimate his success by the yardstick of his material accumulations. He may have been a fine citizen. He may have helped the poor. His life may have been above reproach, but if he died poor the circle of mourners is small.

True, we are a great, wealthy nation. We have had vast resources. The Pilgrim fathers faced a wall of forests and a great domain filled with natural riches waiting to be developed. We have built the material structure of our country during the last three hundred years. We have now come to the fork in the road. We now face greater conquests than those pioneers faced. We have held up the idea of special privilege and great fortunes and have honored the men and women able to accumulate, but our next conquest must be of man himself, his spiritual development. But what can the schools do when the child has to go out and find that things are not done according to the ideals taught in our schools? I heard a boy say the other day in speaking about lessons in school: "Life is not that way, the stuff they teach is the bunk." Well, we have this pretty clear in our minds, that the teaching of the teacher in our schools is the greatest single force in maintaining our democratic principles and keeping down a bloody revolution in our country. The great question confronting the teachers of America is just how to get the lasting lessons into the consciousness of the citizens of this country, that the triumphs of social justice in the future may be greater than material achievement.

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Causes of Failure

QUESTION—I am a superintendent of schools in a small city which has quite a mill population. Since the depression especially we have had an influx of pupils in our school. Last year more than one fourth of the children in the grades failed and were consigned to take the work over again. I wonder if this is a general situation, and what should be done?

Answer—I believe it is a general situation. It is quite important that we get children up to grade in order to provide room and also to save the expense of reteaching. You will need to make some surveys in order to determine a course of procedure that will be just to the child and to the taxpayer, as well as the teacher. You will be interested in what Mrs. Elsie Davis of Fairfax County, Virginia, did. She found in 1929-30 that 28 per cent. of all her pupils failed to make their respective grades. She went to work to ascertain causes and to apply remedies. As a result last year only 10 per cent. failed. She made a complete survey of the situation. In her retardation survey Mrs. Davis shows that poverty plays a considerable part. Twenty-nine per cent of the failures were traced to poverty. She found that an unadjusted curriculum caused 23 per cent. Other causes were listed as: Physical defects, 10 per cent.; late entering school, 8 per cent.; employed, 10 per cent.; mother dead, 3 per cent.; father dead, 11.2 per cent.; parents separated, 4.1 per cent. It is one of the duties of every system to keep a line on the failures and remedy as many as possible.

The News Digest
OF EDUCATION

One-Pupil Schools
New York State Finds Them Expensive

ALBANY, N. Y.—Eight children in up-State districts each has a school and the services of a teacher all to himself, and the cost to the State, outside the district, in each case is $1,166.51 a year, according to a survey made public by the State Planning Board. For the amount expended on these schools in a period of twelve years the State could buy the land embraced in these scattered school districts, according to the board's investigators. "There are 245 one-teacher schools with five or less students," the report showed. "There are 8 with one pupil, 15 with two, 53 with three, 72 with four, and 97 with five. Of these 245 districts, 175 had an average daily attendance of less than 5 for the past three years."

Supreme Court Rules Colleges Can Compel Military Training

WASHINGTON. — Upholding the right of the University of California and other land grant colleges to compel students to take military training, the Supreme Court asserted unanimously that every citizen has the duty of defending the Government.

"Plainly," the court said, "there is no ground for the contention that the regents' order, requiring able bodied male students under the age of twenty-four, as a condition of their enrollment, to take the prescribed instructions in military science and tactics, transgresses any constitutional right asserted by these appellants."

The University of California has suspended two students who declined to take the training because of conscientious objections. The matter was placed before the courts for a ruling and eventually reached the Supreme Court.

This decision of the Supreme Court affects, directly or indirectly, more than 100,000 youths who are at present studying the art of war in universities or secondary schools.

Aside from the sixty-odd land grant colleges — those institutions, mostly State, which have received large areas of land to aid in their support—there are privately endowed institutions in which military training is either compulsory or voluntary. To them all the Federal Government sends its regular army officers as instructors in military theory and practice.

Charm Course
New Deal Camp Aids Girl Members

BOUND BROOK, N. J.—The New Deal now dispenses charm in easy doses. Borrowing from the sub-debs' copybooks, Camp Northover's leaders have organized a course in "charm"—how to acquire personality by conversation, the fundamentals of "attraction," social relations and the art of living. The course, one of a series, is planned to give instruction to almost 100 business and professional girls at the rehabilitation camp. The girls do all the housework except the cooking.

To Teach Fishing

KANSAS CITY, Mo. — Westport Junior High School has opened a course in angling, taught by Frank de Cou, former district game warden. Students are being taught all the angles of angling, de Cou announced. Early classes were devoted to the fundamentals of fishing, followed by such problems as getting an unwilling minnow to stay on the hook and casting a fly through low underbrush in such a manner that it will arrive as a lure for fish and not for birds.

Angell Alarmed
Yale Head Fears For Future Funds

NEW HAVEN, Conn.—Dr. James Rowland Angell, president of Yale University, sounded a warning recently that American democracy, if it is to endure, must continue its confidence in education. Endowed universities, an integral part of this system of education, Dr. Angell pointed out in his annual report, are endangered not only by the great losses in capital and income suffered through the depression, but more so by the trend to increase taxation of testamentary estates and personal incomes.

New York Colleges on Their Toes To Keep Courses Up to Date

ALBANY, N. Y.—Streamlining, aviation, causes of crime and such political events as the assassination of King Alexander are being studied this term by students in New York's colleges.

Union College will attempt to train its students to take part in running the Government.

University of Rochester has added a course in building and flying gliders. Rochester graduates may know also how to talk before a radio microphone.

The advanced physics class at Hobart College is doing work in the five- and ten-meter radio bands. The class in international relations, having examined the implications in King Alexander's death, is watching the preparations for the Saar vote.

Elmira, one of the oldest women's colleges, has found interest in international relations growing so rapidly that additional student funds were assigned to the International Relations Club while allocations to other student organizations were curtailed or remained unchanged.

The engineers of Rensselaer Polytechnic Institute at Troy will learn how to streamline railroad trains. Airplane construction is another course at Rensselaer.

Missed Einstein
Students Overslept and Lost Lecture

PRINCETON, N. J.—About half the members of the elementary astronomy class of Princeton University overslept one morning recently instead of going to the 8:30 o'clock lecture. They were chagrined to learn from the fifty who did attend that Professor Albert Einstein had been present and delivered his first lecture to an undergraduate class. Professor Einstein is head of the School of Mathematics of the Institute for Advanced Study. He explained in English the fundamentals of his theory of relativity. An interpreter was present, but Professor Einstein sought his assistance only twice.

Education Is Second Largest Business in United States

WASHINGTON. — Education now lays claim to being the nation's next biggest business to wholesale and retail trade and has jotted down some figures to prove it. The Federal Office of Education needed almost a year and a half to assemble its facts. But once compiled they disclosed that in the 1931-32 school period total expenditures for all education were $2,964,073,024. That figured up to far more than the value of the products of the biggest manufacturing industry in 1931.

The Census Bureau listed first that year the $2,180,823,462 expenditure for the products of the meat packing industry. Motor vehicles, in second place, were worth $1,567,526,262. Going deeper into its mathematical deliberations, the education office found that all publicly supported education could have been paid for in 1932 with 9 cents a day from each of 74,114,268 persons of voting age. Private education would have added 2 cents. On an annual basis, the cost of both public and private education totaled $39.99 for every adult, as compared with $44.34 in 1929-30.

Age 7, IQ 230

BROOKLYN, N. Y.—What is believed to be the most intelligent being in the world is growing up in Brooklyn.

He is a seven-and-a-half-year-old boy, a pupil at the Brooklyn Ethical School, whose intelligence quotient by the Leland Stanford revision of the Binet Simon tests is 230.

This IQ, as determined by the Child Guidance Bureau, is the highest ever recorded. Albert Einstein is twenty-five points short of equaling him.

The boy's name is being kept secret by the Ethical Culture School authorities, since they and his parents, who are Jewish professional people, are anxious not to make him a child prodigy. His existence was disclosed to the general public only because the director of the school saw newspaper reports making much of another seven-year-old with a mere 196 IQ at the Educational Clinic of the College of the City of New York.

Dr. Morris Krugman, of the Child Guidance Bureau, who conducted the intelligence tests, found the lad perfect in all the tests up to that for eleven-year-olds, and he accumulated sufficient points in the older tests to give him a mental age of sixteen years and ten months.

Matters Snarled

But Pompey Hollow Tries to Do Right

SYRACUSE, N. Y. — Efforts of a group of Pompey Hollow residents to have James M. Armstrong removed as trustee of the community's twelve-pupil school for dismissing Miss Esther De Lee, twenty-one-year-old teacher, received an unforeseen setback. They were informed by the State Department of Education that the petition signed by fifteen of the nineteen taxpayers in the district had not been presented properly. The petition was returned. The department told them that the petition did not cite specific violation of the law on the part of Mr. Armstrong, and that it was accompanied by no proof that a copy had been served on the trustee. Mr. Armstrong dismissed Miss De Lee after an argument over the display of the flag. Since her dismissal several patriotic organizations have asked the Department of Education to have her reinstated, declaring that she was right in the argument.

Flag of Latins

MEXICO, D. F.—The Flag of the Race, emblem of Latin Americanism, has received the approval of the Mexican Congress as official for all Mexican schools. The Senate adopted a resolution, previously passed by the Chamber of Deputies, sanctioning its use. The flag was suggested recently by Senora Abelardo Rodriguez, wife of the President, for the perpetuation of peace. Under the proposal, all students would take an oath never to fire on the flag, but to regard it the same as the flag of their own country.

Music Minded

Choral Group Has More Members

EASTON, Pa.—The college student of today is turning to the arts rather than artifice, if the marked increase in musical activity at Lafayette College is indicative of the change in undergraduate interest in the last five years. In 1929 not 5 per cent of the Lafayette student body was engaged in any type of musical enterprise. Today, more than 20 per cent is affiliated with either instrumental or choral organizations. Prior to 1929 the Lafayette College Choir, which has in the past three years gained an enviable reputation in the Sunday sacred service at the college and its performances in large New York, Philadelphia, and Baltimore churches, consisted of eighteen students who sang intermittently at college services. Last year the choir had forty members and now has fifty-two.

False Alarm

Firemen Summoned To School Drill

NEW YORK.—A pupil of Public School 10 decided to give a recent fire drill a realistic touch and turned in a fire alarm. There was no fire but considerable excitement as anxious mothers came running to the school when they saw the fire engines arrive. The regular call for rapid dismissal was sounded at 9.30 a. m. Three thousand pupils of the school marched out in orderly fashion within five minutes of the sounding of the gong. They and their teachers were surprised to see fire engines come clanging up. Someone had pulled a fire box at 116th street and St. Nicholas avenue, school officials attributing it to one of the pupils.

Find That Six Pupils in Ten Still Believe Ostrich Yarn

NEW YORK.—Six school children out of ten still believe implicitly that an ostrich buries its head in the sand when threatened with danger, and accept with equal credulity most of the 200 other such popular superstitions, according to a survey made public at Teachers College, Columbia University.

Such beliefs persist strongly today, despite their rejection by all scientists, not only among children in the first years of school but in those of junior high school years as well. No child, or probably even adult, is entirely free from such superstitions, the survey showed. Girls on the whole were more superstitious than boys.

The survey was compiled by Dr. Otis W. Caldwell and Dr. Gerhard E. Lundeen, both of Teachers College. It was made among 441 boys and 413 girls in the seventh, eighth, and ninth grades of the Albert Leonard Junior High School at New Rochelle. All the children who took the test were said to rate higher in intelligence, as determined by tests, than ordinary pupils of junior high school age.

Despite this high rating, however, the investigators found that 62 per cent of the 854 students accepted the legend concerning the ostrich. More than a third agreed that ministers' sons were more likely to go wrong than other sons.

The results of the test, the authors said, checked with similar tests carried on in other schools over a ten-year period.

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is built on the sane conviction that real health instruction, to be effective, must establish health habits; that every point of instruction on the subject of health must enable the child to translate what he has learned into activities that will promote and maintain health. Since consciously achieved health requires a liberal background of physiology and anatomy, these facts are introduced, but only as backgrounds.

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Home Five Inches Out of Town, He Resigns From School Board

BROOKLINE, Mass. — Because his residence is five inches outside the boundaries of this town, Dr. Walter S. Burrage, who has served four years as school committeeman in Brookline, has handed in his resignation to William T. Reid, Jr., chairman of the school committee.

Last September, Dr. Burrage moved to his present location on Middlesex road and being under the impression that the boundary line between Brookline and Newton passed through his property, he paid taxes in both communities.

Dr. Burrage's letter to the school committee said in part:—

"As you know I have recently changed residence to 96 Middlesex road, Chestnut Hill. The town line between Brookline and Newton passes directly across the property. While I had understood that it likewise cut through the house itself, re-surveying of that portion of the line by town engineers disclosed the fact that less than five inches technically prevents me from continuing to be a resident of Brookline."

Relief Course

GENEVA, N. Y. — Believing that Federal and State work relief projects must become permanent, Dr. James Mickel Williams, head of the department of sociology at Hobart College, has announced a course in the scientific administration of work relief. Started at the suggestion of the American Public Welfare Association, the course will be under the personal direction of Dr. Williams, authority on problems of work relief. Students in the course will make careful surveys of work relief projects already under way, will attempt to discover the causes of inefficiency in the past and to devise more effective methods of administration.

Sample Jobs

Part Time Work Acquaints Pupils

CARMEL, N. Y.—What chance has the schoolboy of today to be the successful man of tomorrow? He hasn't an even break, statistics show. One or two out of five may arrive, but the other three or four are destined to be failures or misfits. Most educators theorize and communities ignore this situation, but one teacher, Charles K. Taylor, tackled it in a practical way and organized a community to help him guide its young people into the right jobs. What he did and how his plan may be adopted by other communities is told by M. K. Wisehart in Good Housekeeping magazine. Taylor selected Carmel, New York, his home town, for the experiment two years ago because it is a typical small community with the average citizens and pupils, and the average industries and professions represented, so that what works there might be general in application. First he listed all the possible jobs and professions of the town and enlisted one man from each to demonstrate his particular job to high school pupils for a limited time each week. Students in Carmel now not only get academic training, but actual experience in jobs while they are in school. They work in the shops, offices, and stores of the town, and learn what these jobs actually demand and whether they are adapted to them. They are encouraged to sample a number of jobs before they consider settling down to one, so when they finish high school they have a working knowledge on which to base their choice of a career.

College Revamped

STATE COLLEGE, Pa.—To facilitate the integration of related subjects and to relieve teachers and investigators of administrative detail, the School of the Liberal Arts at the Pennsylvania State College has been reorganized. The program, developed by Dean Charles W. Stoddart in co-operation with the faculty, proposes to reduce arbitrary lines between related subjects by dividing established departments into divisions and orienting these divisions into related subject groups. Teachers are to be freed of routine administrative duties through centralization of these details in departmental offices, with executive secretaries to handle them.

Working their Way

BURLINGTON, Vt. — A hackneyed gag of salesmen is the familiar "I'm working my way through college," but few of them offer to build and sell houses on this basis. At the University of Vermont, however, is a young man who has successfully reached his senior year through returns from the houses he has built and sold. Everything from dog houses to mansions is in his line—and good houses, too. This was revealed in a recent campus-wide canvass, made at the university, of ways by which students earn money while in college. One of the girl students runs a dormitory dress shop and gives instruction in sewing. Another prepares her sister students for proms and fraternity dances so far as coiffure and finger nails are concerned. One student carries on a college postal service, weighing packages and applying the required number of stamps.

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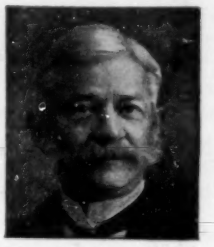

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Earn to Learn

Princeton Students Pick up $147,178 on Jobs

PRINCETON, N. J.—Seven hundred and fifty undergraduates of Princeton University who are earning part of their college expenses received remuneration totaling $147,178 during the last academic year, the annual report of Richard W. Warfield, director of the bureau of appointment and student employment, shows. The amount of the earnings represents an increase of about 10 per cent compared with the total of the preceding year. More than half of the earnings came from the university dining halls and the selling and servicing agencies operated by the bureau. One hundred and thirty-five undergraduates worked as waiters in the dining halls, earning $31,971. Each waiter, therefore, earned an average of $236, which nearly defrayed his board bill for the year. The bureau also places undergraduates in various types of odd jobs.

Co-operative "Dorms"

ROCHESTER, N. Y. — Thrift is making a success of the student co-operative dormitories at Rochester University. The co-operatives, inaugurated three years ago as a doubtful experiment, now have a sizable waiting list and continued residence in them is regarded as something of a tribute to the student's ability. Miss Hazel Wilbraham, instructor in physical education and faculty adviser for the project, said that the students do all the work except the heavy scrubbing. A committee of two rises early to prepare breakfast, another group takes care of dishes, another straightens up the living rooms. There are table-setters and menu planners, and there is a menu committee which helps on the marketing and watches the budget. The co-operative dormitory program is regarded by college officers as highly successful, not only in providing pleasant and economical living on campus for the students, but also for the social and practical experiences it provides. Only students anxious to live economically are admitted.

Nazis Strut

Seek to Dominate Campus Life

BERLIN. — Militant young Nazis, garbed in the brown uniforms of their political creed, strut Germany's campuses while more and more the picturesque corps uniforms of the old days are being packed away in moth balls. Hard pressed, the traditional German fraternities are rallying for a fight for existence, basing their protests and pleas to educational authorities on "academic freedom." But rounds of dueling and beer—traditional pastimes of the scar-faced lads who once represented the elite of German academic youth—are proving poor weapons against the scrappy brown-shirts. The latter are out to "uniformize" the campus. They countenance none besides themselves and life for fraternity students has become just one woe after another. In classrooms they are just tolerated. At social affairs they have become wall-flowers. When they are put to an honest-to-goodness fist fight against their rivals they must reckon with the police.

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American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

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Laidlaw Brothers, Chicago

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The Character Tripod

(Continued from Page 13)

We shall use specific habit training. But we need to supplement it with other forms of education, and it is here that our other philosophical interpretations will be of service.

Whether the theologian or the humanitarian sets the goal will depend largely on the constituency of each. Whichever does will be immaterial, for both will lead humanity to a higher synthesis. Some of our ablest psychologists have found that Spranger's goals in men largely determine attitudes and that the best way to build attitudes is to set proper goals. Now both religion and reason can and must have their share in setting these "pulling" forces. Naturalism must stay in the background on this level if the race is to reach its ideal.

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If we are to build character we must have:

1. A knowledge of right and wrong.
2. A habit or capability of right conduct.
3. Some sort of drive that brings the knowledge of right and wrong to the front so that conduct is ordered to accord.

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Positivism will show us how to establish fixed habits, religion will in many cases furnish motives and goals, and humanism will give us knowledge of right and wrong together with a goal. What effect will this view of character education have upon our school practices? It will enable us to understand the whole problem and to attack it from three sides instead of one. We shall continue to employ teachers of better character, to teach character by means of extra-curricular activities, pageants, morality codes, character projects, character motives, self-governing bodies, recreation and the content of the course of study, but we shall endeavor to raise it to the level of concepts and ideals as rapidly as possible through attitude building.

The Alcove for New Books

America in Perspective

HISTORY OF THE UNITED STATES. By Carl Russell Fish, in association with Howard E. Wilson, Assistant Professor, Graduate School of Education, Harvard University. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Along towards graduation the high school student is usually required to review and amplify his knowledge of American history. Fortunate is he if this feature of the curriculum is something more than a mere cramming of facts.

This text by Fish and Wilson undertakes to present history in true perspective, and it carries out that task with marked success.

Homer's concept of a fool as a man who could not judge the future by the past, was not only a brief for the study of history, but a prophecy of a textbook such as this one, which constantly suggests the bearing of earlier events upon those which follow.

The volume is equipped with such aids to teaching as characterize the best modern texts; yet its principal attraction lies in its clear, logical and interesting presentation of the account of this nation's development. An excellent balance has been preserved between a history book which is all generalization and one that is all information without any adequate attempt at putting two and two together.

Particularly excellent are the colored maps and the well-chosen halftone illustrations.

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Teaching the Third R

THE TEACHING OF ARITHMETIC. By Paul Klapper, Dean, School of Education, College of the City of New York. New York, London: D. Appleton-Century Company.

While nominally a revision of an earlier work of the same title by the same author, this is to all intents and purposes a new book, almost wholly rewritten, but profiting as all such revisions must from more mature experience and thinking.

Here the teacher or prospective teacher of arithmetic, or the supervisor, may find underlying principles and detailed techniques clearly set forth. The author utilizes the findings of researchers wherever these are at all conclusive, and thus takes his stand firmly for scientific determination of best procedures rather than unsupported opinions of what ought to be the best methods.

As the author states in his preface, the book is intended for the "professionally minded teacher who makes teaching a benevolent guidance rather than an intellectual domination." This at once discloses Dr. Klapper's own attitude and manner of presenting his material to teachers.

A vast improvement in the teaching of arithmetic could be safely predicted if every teacher of that art were exposed to this manual of methodology.

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A Place in the Sunrise

CONFLICTS OF POLICY IN THE FAR EAST. By George H. Blakeslee, Professor of History and International Relations at Clark University. Published jointly by Foreign Policy Association, New York, and World Peace Foundation, Boston.

What one of us would not like to comprehend the situation in Eastern Asia, where chess is played on a giant chessboard involving the fate of millions and the possibilities of peace or war, a naval race, shifts of sovereignty, economic strategy, and a multitude of interlapping issues?

With this new little manual of the World Affairs Pamphlets to read, any one may learn what the interested nations are trying to secure for themselves and what hinders their getting it. The conduct of Japan is, of course, the object of deepest concern, and on this point the book is specially explicit; its author having had unusual opportunity in the service of the Lytton Commission to observe what Japan is doing.

The account is written in plain, straightforward and discerning fashion. A better primer of the Far East and our own nation's stake in that part of the globe would be hard to find anywhere.

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Three Language Arts

LANGUAGE IN THE ELEMENTARY SCHOOL. Language, Composition, and Writing. By Paul McKee, Ph.D., Director, Teachers College Elementary School and Professor of Elementary Education, State Teachers College, Greeley, Colorado. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The spirit of scientific inquiry has encountered some of its toughest obstacles in the field of education, where vast areas remain unsurveyed and other vast areas have been but meagrely sketched.

Regarding one subject—namely, spelling—a considerable body of technical knowledge has been amassed. Hence the subject of spelling occupies a large portion of this volume; which deals with but two other arts of language, namely composition and handwriting. Two others, reading and literature, are discussed in a companion volume by the same author in this same series of Riverside Textbooks in Education.

Study of this text should assist the supervisor or teacher of language skills in the elementary grades, and result in substantial benefits to the learner. The present age sees traditional theories and methods everywhere undergoing modification as new light dawns from research laboratories. Good teaching can be made better teaching by the substitution of carefully determined techniques such as this text reveals.

To keep up with one's profession it is necessary that one have access to the latest findings, expertly evaluated as they have been by Dr. McKee in this cleancut presentation.

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The Modern High School

THE ADMINISTRATION OF HIGH SCHOOLS THROUGH THEIR PERSONNEL. By George A. Rice, Director of Teacher Training, University of California; Clinton C. Conrad, Associate Director of Teacher Training, University of California; Paul Fleming, Vice-Principal and Dean of Boys, University High School, Oakland, California. Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Within the shell is the kernel, and the kernel is the school. The present volume deals helpfully with the complicated problems of organizing and administering the secondary school; not some ideal, non-existent school but the school as it is found or can be achieved under every-day conditions.

Here are outlined the duties and opportunities of executives, faculty, and janitors. Even the functions of health officers and other personnel in any way related to the work of the school, are thoughtfully and practically canvassed.

Although the high school chiefly in the minds of the authors is one of between 1,000 and 1,500 pupils, an excellent chapter is devoted to those smaller high schools, much more commonly met with in American education—the schools of 100 to 150 pupils.

An abundance of charts and printed forms is provided both in the body of the book and in the appendix.

The treatment throughout is characterized by common sense, clear concepts of educational goals, and a high degree of helpfulness to those who conduct our secondary schools.